



Stunning Start:

The Dark Ages Mystery

Fabulous Finish:

Designing Viking longships and a showcase of learning

Real life experiences

Viking invasion on the school field

Visit to Maritime Museum



English

Writing: Character Description

Novel Study Text: Arthur and the Golden Rope by Joe Todd Stanton



Emotional Literacy:

Introduction to Zones of Regulation

Wellbeing

Daily mile running to Battle, Sussex.

Breaths: belly breathing, star breaths, sense your senses, nimble nostrils.

Brain gym: the owl, arm activation, the calf pump, the foot flex



Daily Reading Fluency

Accelerated Reader



Mathematics:

White Rose Units:

Year 3:

Number: Place value

Number: Addition and Subtraction

Number: Multiplication and Division

Year 4:

Number: Place Value

Number: Addition and Subtraction

Key Skills Session:

TT Rockstars

Number bonds Quizzes

Y3 - Mastering Number Weeks 1-7

Y4 - Mastering Number Weeks 1-7

Weekly Arithmetic and Number Bonds Quizzes



Oracy

Physical: To consider how tone, volume and pace influence meaning (Reading Fluency).

Linguistic: To use specialist vocabulary when discussing fastenings (DT).

Cognitive: To be able to give supporting evidence when discussing what caused The Battle of Hastings and its causes (History).

Social and Emotional: To consider the impact of their words on others when giving feedback when writing a character description (English).



Environment and Community

Finding out how Saxons and Vikings influenced place names and finding out about the origins of some Cornish place names.



	Year 3 Science 	Year 4 Science 	Year 3 RE 	Year 4 RE 
Unit title:	Subject: Chemistry Unit: Rocks	Subject: Biology Unit: Animals including humans	Theme: Christianity Unit: CREATION/FALL: What do Christians learn from the creation story? (Unit 23)	Theme: Hindus Unit: What do Hindus believe God is like? (Unit 27)
Builds On:	Year: 2 Term: 1 Unit: Use of everyday materials	Year: 3 Term: Autumn 1 Unit: Living things in their habitats	Year: 1 Term: Autumn 1 Unit: CREATION: Who do Christians say made the world?	New learning – first unit on Hinduism
Memory Master:	Can give examples of what materials are suitable for different purposes and why (including vocabulary).	Name parts of the body/bones and explain the function of bones and muscles.	Drawings – What do Christians believe happened on each day of the creation?	Mind map of religions learnt.
Lesson Sequence:	I can compare and group together different kinds of rocks on the basis of their appearance.	I can name the basic parts of the digestive system and describe their functions.	Where does Creation belong in the 'Big Story' of the Bible?	How do many Hindus describe ultimate reality?
	I can compare and group together different kinds of rocks on the basis of their physical properties (see science long term plan).	I can identify the different teeth and describe their functions.	What kind of world do Christians believe in? What do we mean by good?	How might the idea of Brahman being in everything affect how you live?
	I can explain how some rocks are formed.	I can plan and carry out an investigation. I can communicate my results.	How have Christians interpreted looking after the world?	What can we find out about some Hindu deities?
	I can explain how the Earth is made up of different layers of rocks and soils.	I can construct and interpret a variety of food chains.	How do different Christians think about and look after the environment?	How do many Hindus understand deities?
	I can describe how fossils are formed when things that have lived are trapped within rock. Show what you know.	I understand what producers, predators and prey are. Show what you know	What do Christians mean by 'The Fall'? What do many Christians learn from the stories of Creation and the Fall? Show what you know	What can we learn about deities from Ganesh? What do Hindus believe God is like? Show what you know
Composite:	Description of how fossils are formed using knowledge about types of rocks and soil.	Different food chains labelled with producer, predator and prey, with an explanation.	Children use list of Bible stories produced in Lesson 1 and the 7 parts of the 'Big Story'. They identify which part of the 'Big Story' each of the stories on their list fit into.	Children read labels explaining the symbolism and match them to the relevant parts of the image of Ganesh.
Impact:	Can compare/group different rocks based on appearance/simple physical properties. Can describe in simple terms how fossils are formed when things that have lived are trapped within rock. Know that soils are made from rocks and organic matter.	Children know names and functions of each part of digestive system and different types of teeth in humans and their purpose. They will extend knowledge of food chains by constructing and interpreting a variety of food chains, identifying producers, predators and prey.	Children can place the concept of creation on a timeline of the Bible's 'big story'. They can make clear links between Genesis 1 and what Christians believe about God and Creation. They recognise that the story of 'the Fall' in Genesis 3 and can an explanation of why things go wrong in the world.	Children can identify some Hindu deities and say how they help Hindus describe God. They make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. They offer informed suggestions about what Hindu murtis express about God.

	History 	Year 4 Music 	Computing 	Design Technology 
Unit title:	Themes: Settlements and Conflict Unit: What caused the Battle of Hastings and what were its effects?	Unit: Mamma Mia	Area: Computer systems and networks Unit: The Internet	Area: Textiles Unit: Fastenings
Builds On:	Year: 3 Term: Spring 2 Unit: How did Britain change during prehistory?	Year: 3 Term: Summer 2 Unit: Bringing Us Together	Year: 3 Term: Autumn 2 Unit: Connecting computers	Year: 3 Term: Summer 1 Unit: Textiles – flags
Memory Master:	Explain how homes and settlements changed during prehistory and why (explanation with diagrams).	Sing 'Bringing us together' with accuracy, control and expression.	Describe the physical components of a network and how digital devices can be connected.	Quiz on textiles flags unit
Lesson Sequence:	Who were the Anglo-Saxons and why did they come to Britain?	I can confidently identify and move to the pulse.	I can describe how networks physically connect to other networks.	Research I can explore the main types of fastenings. I can explain the benefits and disadvantages of each fastening.
	What was life like in Anglo-Saxon Britain?	I can talk about the musical dimensions working together in the unit.	I can recognise how networked devices make up the Internet.	Skill I can thread a needle. I can sew using a neat running stitch. I can attach a fastening by sewing.
	What stayed the same and what was different when the Anglo-Saxons and Scots settled in Britain?	I can listen carefully and respectfully to thoughts about music.	I can outline how websites can be shared via the World Wide Web (WWW).	Design I can design a book sleeve that includes a fastening.
	What can we learn about the Anglo-Saxons from the things they left behind?	I can sing in unison in simple two-parts.	I can describe how content can be added and accessed on the World Wide Web (WWW).	Make I can make a paper template. I can assemble the book sleeve and join it by sewing.
	How did Christianity spread in Anglo-Saxon England?	I can sing with awareness of being in tune.	I can recognise how the content of the WWW is created by people.	Evaluate I can evaluate my book sleeve by considering if it is fit for purpose. Show what you know
	Why was Edward the Confessor significant? Show what you know	Sing as part of a group, holding the tune of Abba songs.	I can evaluate the consequences of unreliable content.	
Composite:	Unit extends to Vikings in Autumn 2	Children will sing in tune to a range of popular songs. Children can sing in tune with appropriate volume, singing along to and recognising some songs by Abba.	Review images and decide whether they are real. Look at why web searches can return misleading results. Complete practical activity, demonstrating how quickly information can spread.	Design and make a fabric book sleeve.
Impact:	Unit extends to Vikings in Autumn 2	Children can sing in tune with appropriate volume, singing along to and recognising some songs by Abba.	Children know the internet is a global network of networks and purpose of routers is to connect them together; send information around the internet and choose quickest route for information. They know sounds and sights can be shared on the World Wide and common domains /websites/browsers. They know that some websites let you create content and some let you listen or view content and copyright is owned by the creator of material and that others cannot use this as their own.	Children can design a book sleeve. They can thread a needle and join fabric using a running stitch. They can evaluate products by testing and evaluating the success of a final product.

	Art and Design 	Physical Education 	Sport 	Year 3 – Spanish 
Unit title:	Technique: Drawing Artist: Norse Art – Osberg style	Learning focus: Personal Unit: REAL Dance	Sport: Handball	Unit: Phonics and Pronunciation I <i>Aprendo Español (I'm Learning Spanish)</i>
Builds On:	Year: Year 2 Term: Summer 2	Year: Year 3 Term: Autumn 2 Unit: REAL Dance	Year: 2 Term: Autumn 1 Unit: Handball	New learning – first Spanish unit
Memory Master:	Revisit artists studied for drawing previously.	N/A	N/A	N/A
Lesson Sequence:	Artist I can recall the key features of Norse art and design (Oseberg style).	Warm up games Follow the leader and All change Fundamental Movement Skills Shapes solo Circles solo Partnering shapes Partnering (lifts) Partnering circles Artistry (making) Skills Application Give your dance a shape Young creators Partners in creation Lift to the skies Lords of the rings and Creative mania	I can pass a ball in different ways.	I can greet at different parts of the day in Spanish.
	Imitate I can create intricate patterns and lines to draw the prow of a Viking longship.		I can move to receive the ball.	I can express how I feel and ask others.
	Experiment I can use drawings techniques to make a drawing look like carved wood.		I can pass the ball whilst moving.	I can say what my name is in Spanish and ask others.
	Plan I can develop my ideas for my Viking longship drawing.		I can dribble when under pressure.	I can talk about Spain and name different countries where Spanish is spoken.
	Create I can create my Viking longship drawing.		I can use tactics to make it difficult for opponents.	I can count to ten in Spanish.
	Evaluate I can review and revisit my creation.		I can use tactics in games to keep the ball.	I can remember and recall different colours in Spanish.
Composite:	Children create a Viking longship drawing.	Children perform a repeatable sequence including a variety of movements learnt so far, both individually and with a partner.	Children play simple small sided games.	Conversation where children introduce themselves, ask another person's name and say how they are.
Impact:	Children can create simple textures using pencil. They can draw more detailed patterns and apply tone to drawings.	REAL PE – Personal Cog Children know where they are with their learning and have begun to challenge themselves.	Children can get into good positions to pass and receive the ball. They pass the ball using different techniques and develop set moves that can be used in attacking play. They show growing control and consistency during games. They choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score.	Children are able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.

	PSHE 	PSHE 	PSHE (Special Week) 
Unit title:	Brook Learn 1 Unit: What makes a good friend?	Brook Learn 2 Unit: Respecting others	Theme: Stay Safe Week
Builds On:	Year: 3 Term: Autumn 2 Unit: Individual and collective strengths	Year: 1 Term: Autumn 2 Unit: Rights, responsibilities, and respect	Year: 1 Term: Autumn 1 Unit: Emergencies and getting help (BL)
Memory Master:	As a whole class, make a list of ways we can show teamwork.	Create a mind map showing ways we can show kindness	Pupils to list the different emergency services
Lesson Sequence:	I can identify the qualities of a good friend.	I can explain what respect means.	I can explain how to get help in a range of emergency situations.
	I can understand that friendships change across our lifetime. I can describe the effects of loneliness and how to get support.	I can understand there are limits to having freedom of opinion and speech. I can understand we can disagree with an opinion but still respect someone.	I know what information to give when calling for help.
Composite:	Discuss friendship scenarios and share solutions.	Take part in a debate, following the 'respect rules'.	Role play emergency situations and how to get help.
Impact:	Children will know how to support themselves and others if they are lonely.	Children will be able to respond to others, showing respect.	Children will be confident to seek appropriate help in an emergency situation.